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ABSTRACT

The 1974-75 school year marked the fifth year of operation for the Division of Instructional Development at Utah State University. The model for Instructional Development (ID) consists of four parts: (1) developing faculty awareness; (2) capitalizing on faculty initiative, primarily through small-scale funding under a program of minigrants; (3) conducting faculty support activities where participating faculty members are released full-time for one quarter to work intensively on a project of their own choosing; and (4) working with an entire department to revise particularly important steps in the curriculum for its graduates. Through a series of survey techniques and interviews, this study gathers data about the program as perceived by faculty members. The conclusions are that there is considerable awareness of the ID programs across campus; that ID should not move entirely from individual-centered to department-centered activities; and that the program is generally held in high regard by USU faculty. One-third of the document consists of instruments used in the survey and responses of participants. (Author/KKC)

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instructional development

ID Under the Microscope: Perceptions of Faculty Members

utah state university

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IR 002 592

INSTRUCTIONAL DEVELOPMENT UNDER THE MICROSCOPE:

PERCEPTIONS OF FACULTY MEMBERS

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ABSTRACT

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Of the four stages in the Instructional Development model at USU, this report covers research for the first three of them--i.e. awareness, faculty initiative, and faculty support 3

Three methods of collecting opinion data were used: telephone survey of awareness, questionnaires mailed to mini grant recipients, and interviews with faculty development grant recipients 5

This study relies upon self-report techniques and does not attempt to distinguish between the responses of early and later participants 6

Awareness Survey

Of the 34 faculty members polled at random across campus for "awareness," 26 percent were identified beforehand as having been involved with ID efforts 9

None of the respondents were unaware of any of the five ID programs, though the levels of awareness varied considerably 9

The most visible programs, as anticipated, were the mini grant and occasional paper 10

Persons involved in teaching (over 50 percent of time) were more likely to be aware of ID activities 10

Persons most aware of Instructional Development programs were those who had worked at USU for five to nine years 12

Over sixty percent of respondents indicate awareness of other faculty members (in their own department and in other departments) who have been involved with ID activities 13

Survey of Mini Grant Recipients

Forty-five persons who had received mini grants (48 percent) responded to the mailed questionnaire. The following results were reported:

Page

1. Most persons who had received mini grants learn of the program through campus publications or word of mouth (74 percent) . . 16

2. Almost half of the courses (46 percent) affected are lower division. Seventy-two percent are undergraduate 17

3. Over half of the mini grants (53 percent) affect more than one class 18

4. Considerable variation exists in the proportion of the course affected by the mini grant--from very slight effect to entire course. 18

5. The numbers of mini grants undertaken during the past year have dropped to less than half the number for the previous year . . . 19

While over half of respondents (53 percent) report more time being spent now with the results of the mini grant, a full fourth (25 percent) report that it is seldom or never used now or that a different approach has been substituted 19

Most evaluations of mini grants (70 percent) were informal or student-conducted and the majority (72 percent) report generally positive results 20

Some additional outcomes have been observable for about half of projects (53 percent), and 61 percent report that the activity has been extended to another class 22

ID funding has some effect as "seed money." Additional funds spent are more likely to come from the department than the recipient's personal funds 22

ID personnel were more likely to be involved in design and production than other types of activities. Most people (88 percent) saw their efforts as "quite helpful" or "extremely helpful" 23

Roughly half of respondents (49 percent) thought it unlikely that the project would have been completed without ID funding; a third (31 percent) saw it as "likely" or "probable" 24

Feelings toward the experience with the mini grant program were generally positive (81 percent) 24

Faculty Development Grants

All eleven persons who had received faculty development grants (FDG's) were interviewed 25

The program has involved experienced teachers across campus, with the colleges of Engineering and Education having the most representation 29

Page

Most FDG projects are not completed at the end of the funding period, but most are completed within the year 30

The products continue to be used, while usually not expanded to other classes 30

Most FDG recipients saw their effort as a combination of departmental and personal interest. The support received from others in their department varied considerably 31

Conclusions

This survey has shown the existence of considerable awareness of I.D. programs across campus, a large number of faculty with moderate involvement under the mini grant program, and a select group with extensive involvement under the faculty development grant 32

The specific finding regarding support from colleagues received by FDG recipients does not uphold a conclusion to move entirely from individual-centered to department-centered I.D. activities 32

The program is generally held in high regard by USU faculty. The great majority of those who participated in I.D. programs report that the experience was worthwhile. That kind of positive affect represents a notable accomplishment for the program 32

The survey points to a number of decisions which deserve consideration at this time: 1) how much awareness should be actively promoted? 2) how long can projects be supported following the funded period? 3) how exportable should the products be? 4) how can positive attitudes be maintained with department-level involvement? 5) how can a team approach be used more advantageously? and 6) should focus continue to be upon development of instructional products rather than teaching skills? 33

FOREWORD

The 1974-75 school year marked the fifth year of operation for the Division of Instructional Development at Utah State University. Funded and staffed at a modest level, the Division has been committed to the improvement of the instructional process in various departments across campus. It has purposely concentrated upon efforts at USU and has not been particularly concerned, up to this point, about exporting its model to other colleges or settings.

During its life span thus far, a particular model for operation has evolved, consisting of four steps (I.D. proposal to FIPSE, 1974): (1) developing faculty awareness, through newsletters, seminars, and other similar activities involving the faculty at large, (2) capitalizing upon faculty initiative, primarily through small scale funding under a program of mini grants, (3) conducting fairly substantial faculty support activities, where participating faculty members are released full time for one quarter to work intensively on a project of their own choosing, and (4) working with an entire department to revise particularly important steps in the curriculum for its graduates.

Developmental work on the fourth phase of the model was facilitated by a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) during the 1974-75 school year. As a preliminary check on the effectiveness of the three previous model phases, this study was undertaken. Specifically, it attempts to document the success of the I.D.

program as seen through the eyes of USU faculty members. Through a series of survey techniques and interviews, this study attempts to gather data about the program as perceived by faculty members.

Grateful acknowledgement is expressed to the numerous faculty members who took time to respond and thereby include their opinions in this report. Also, the careful efforts of Carolyn Gallup and Melody Beck in tabulating questionnaire data and typing drafts of this report have been essential to its completion.

The conclusions of the study, drawn necessarily from assorted opinion data, are those of the author.

N. Eastmond

I. INTRODUCTION

The four step model for Instructional Development can be seen essentially as cumulative. Starting with basic awareness of the program, emphasis is laid on faculty initiative, on a small scale at first and later in more extensive faculty involvement, if appropriate. The model is shown graphically in Figure 1, and includes a fourth stage, that of involvement of an entire department.

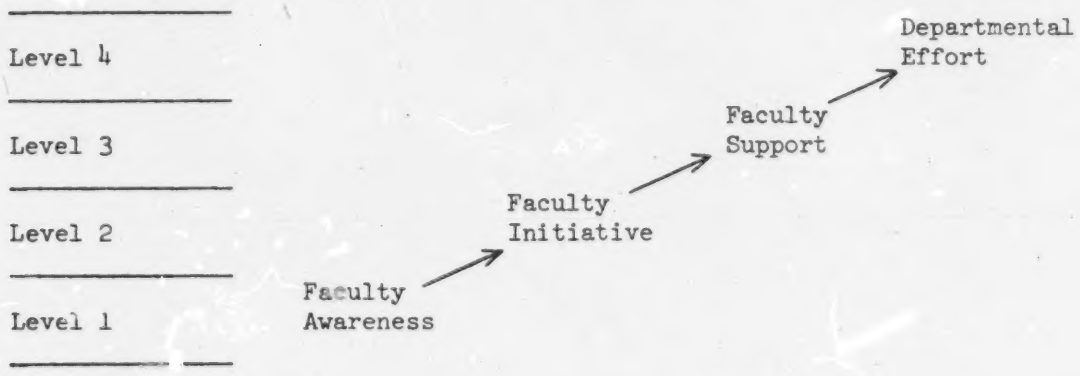


FIGURE 1: Four Stages of the USU Strategy for Instructional Development

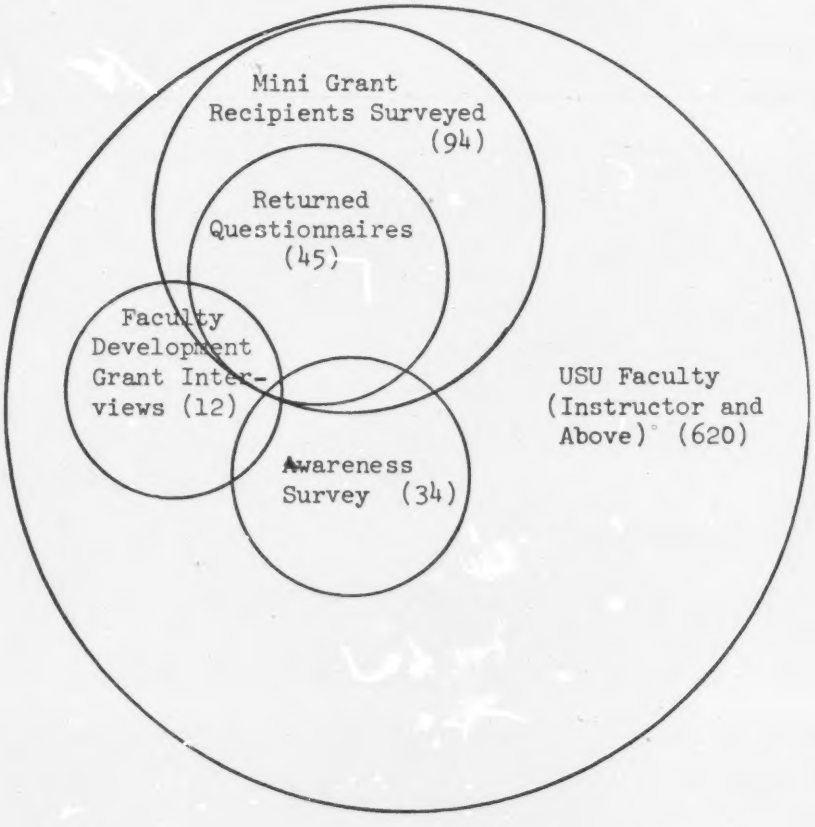
DeBloois and Alder (1973) point out that "a major purpose behind the graduated structure is to engage the faculty member where he is, regardless of his predilection for instructional improvement and offer meaningful service at his level." The model also closely approximates the attention given in the Instructional Development program over its brief

history, i.e. early efforts aimed at awareness activities only; later came limited involvement under the mini grant program with eventual intense faculty involvement on an individual basis and finally departmental level activities.

Overview of the Study

As a prelude to extensive department-wide efforts, this study was designed to document the degree of success attained at each level. A diagram of the sampling groups is shown in Figure 2. Questions asked are both retrospective and present-oriented. The remainder of the report describes the methods and findings of each portion.

FIGURE 2: Venn Diagram Showing the Overlap of Surveys Used In This Study and Numbers of Persons


Mini Grant Recipients Surveyed (94)
Returned Questionnaires (45)
Faculty Development Grant Interviews (12)
Awareness Survey (34)
USU Faculty (Instructor and Above) (620)

The study was conducted in three phases, by somewhat different methods for each phase. Table 1 shows the time involved for each stage of the study, the technique of data gathering employed, and the stage in the I.D. model addressed.

TABLE 1: Overview of the Study

Portion of the Study	Stage In the I.D. Model	Method of Data Gathering	Time Involved
A. Awareness Survey	Awareness	Telephone interview (3-5 minutes each)	February 26-March 5
B. Mini grant Survey	Faculty Initiative	Questionnaire sent and returned by campus mail	March 6-April 3
C. Faculty Development	Faculty	Personal interviews (20-30 minutes)	April 9-25

Limitations

This report is concerned primarily with opinions expressed by faculty members. Except for verification purposes described below, it makes little attempt to use objective data other than overall statements like the number of mini grants awarded, etc.

The study does not attempt to deal with the interaction effects of program history with participant opinion, i.e. to separate out early participant opinions from those who were involved later. In other words, all opinions are treated similarly, without regard to time of participation in the program. While the I.D. program has certainly developed over time and thus is not constant, for the purposes of this study it is treated as constant. A reasonable case can be made for continuity of the program--that mini grant recipients received basically similar kinds

of assistance whether they were involved in 1972 or 1975--and similarly for those receiving Faculty Development Grants.

Because a single interviewer conducted both the telephone surveys of awareness and the Faculty Development Grant interviews, the problem of interobserver reliability should be minimized. However, some increase in fluency with the questions over time, and thus some slight erosion of the measure, could possibly have taken place, although probably less than would normally be encountered in similar research studies.

Considerations of Reliability and Validity

Extensive use of self-report data raises questions of reliability and validity. Two inherent dangers of this type of data, noted by Oppenheim (1966), are: (1) the respondent may not know how he feels about a given issue and (2) he may decide to answer untruthfully. In a study where considerable time may have elapsed since participation in the program and actual interviewing, a degree of selective forgetting may take place, and this is likely to emphasize the positive aspects of the program and sweep away pre-existing negative feelings. There is considerable difficulty in obtaining precise knowledge of reliability and validity of this type of study, since a slight alteration of question wording may make a major difference in how the question was answered.

Two methods were employed to enhance or at least measure reliability of the study. One was pilot testing of each of the data collection instruments, with follow-up interviews to eliminate ambiguity. The second method, used only with a simple item, was to compare project

data with the responses of participants. One question in the mini grant questionnaire asked the number of quarters since the mini grant was awarded. In this case, as in other instances reported in subsequent sections, the respondents are in fairly close agreement ($r = .67$) with outside data sources (see page 19).

II. AWARENESS STUDY

Sampling Procedures

The persons selected for this telephone interview were selected in a systematic random sample of the 620 faculty members listed in the Utah State University campus telephone directory. In order to be included in the sample, the person had to be listed as a "professor," "assistant professor," "associate professor," or "instructor." Persons with any other title--e.g. "lecturer" or "Professor Emeritus"--were not included.

The sample of 34 persons represents roughly a 5.5 percent sample of faculty members. In terms of the accuracy of the findings, the following confidence statement is possible.

> Chances are 80 percent (four out of five) that the true value for the population lies within eleven percentage points of the reported value for the sample. (Eastmond, 1974, p. 29).

All interviews were conducted by phone by a single interviewer and generally took from three to five minutes of the respondent's time. While in some cases a call back had to be made at a more convenient time, in no case did any respondent refuse outright to answer or participate. A copy of the actual questionnaire is included in Appendix A.

Results

Prior to the conducting of the survey, the previous and present Associate Directors of the Division of Instructional Development were

asked to note which faculty members in the random sample had participated directly in activities sponsored by I.D. They indicated to the best of their knowledge those faculty members who had previously made contact with the department. Of the 34 persons surveyed, nine persons (26 percent) were identified as having been directly involved. This group was expected to be aware of the I.D. effort; the others sampled were essentially "unknown quantities."

General Level of Awareness

When presented with a verbal list of I.D. programs, respondents were asked to recall programs they had heard of and how familiar they were with each. In no case did any respondent indicate that he had not heard of any of the five programs listed. Some told of extensive personal contact with the program; others indicated further interest in knowing about the program; while some few, by their comments, had clearly linked the Instructional Development program with Instructional Media (IM) or Instructional Television (ITV). Based upon the estimated percentage of time spent teaching or preparing for class, respondent awareness of I.D. programs are shown in Table 1.

As another indication of awareness, responses were ranked on a scale of zero to three as follows: 0 = never heard of program, 1 = heard of program, 2 = moderately aware, 3 = extensively aware.

Table 1

PERCENTAGE OF RESPONDENTS INDICATING THEY HAD HEARD OF EACH PROGRAM

	Where Responsibilities Primarily Teaching (50-100% of time teaching) (18 persons)	Where Responsibilities Primarily Research or Administration (0-49% of time teaching) (16 persons)	Total All Respondents (34 persons)
Mini Grant	94%	76%	85%
Released Time Grants	88%	71%	79%
Occasional Paper	82%	82%	82%
I.D. Seminar	82%	53%	68%
Materials Development Assistance	71%	82%	76%

Ratings were noted by the interviewer at the time of the phone call. Based upon an average level of awareness, the various I.D. programs have been ranked in Table 2 from highest to lowest.

Table 2

RANKINGS OF I.D. PROGRAMS BY AVERAGE LEVEL OF FACULTY AWARENESS

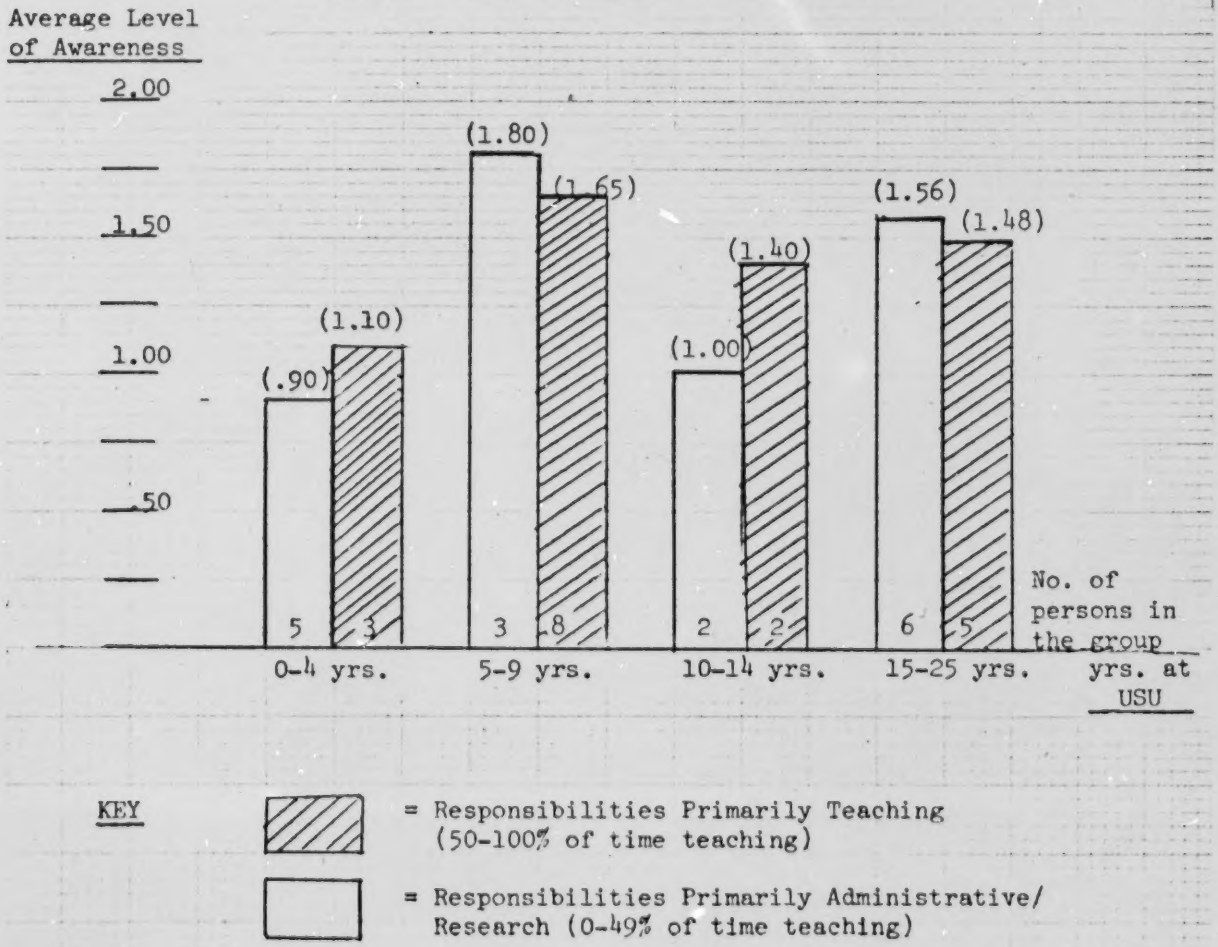
	Responsibilities Primarily	
Rank	Teaching (50-100% time teaching)	Research/Administration (0-49% time teaching)
1	Occasional Paper (1.72)	Occasional Paper (1.71)
2	Mini Grant (1.72)	Mini Grant (1.41)
3	Released Time Grant (1.44)	Materials Development (1.24)
4	I.D. Seminar (1.33)	I.D. Seminar (1.12)
5	Materials Development (1.11)	Released Time Grant (1.06)

Clearly, the occasional paper and the mini grant program are the most visible programs. Those with primarily teaching responsibilities are more aware of the released time grant; while administrator/researchers are more aware of availability of materials development assistance through Instructional Development.

One unanticipated outcome from the survey was the pattern of awareness existing based upon number of years working at USU. It had been anticipated that newest faculty members would be most aware of the I.D. program. The findings were somewhat different, however, as shown in the graph in Figure 1.

Figure 1

AVERAGE LEVELS OF AWARENESS TOWARD INSTRUCTIONAL DEVELOPMENT OF FACULTY MEMBERS BASED ON NUMBER OF YEARS AT USU



Some caution should be exercised in interpreting these findings due to the small number of persons in the groups. However, the data indicate that the persons who are most aware of the Instructional Development program are those who have worked at USU for five to nine years.

Personal Involvement. Two questions dealt with the person's involvement with the programs of Instructional Development. The first question asked "To what extent have you been personally involved with . . ." (programs listed). Table 3 summarizes the numbers of people who report they have been involved with I.D. activities thus far. Note that one person could be involved with several activities.

Table 3

NUMBERS OF PERSONS WHO REPORT INVOLVEMENT WITH I.D. PROGRAMS

Program	No. of Persons
Occasional Paper	11
Mini Grant	8
I.D. Seminars	5
Materials Development	3
Teach-In Packet	3
Released Time Grant	2

To be considered "involved" with the occasional paper, the person had to have read more than one, not simply receiving them in the mail. Also, although not asked directly, three persons mentioned the Teach-In

packet. Clearly, again the highest level of involvement is with the occasional paper and the mini grant program.

When asked the question, "Can you see any ways that these activities (previously listed) have affected your teaching?," even those who had been closely associated with the program were typically reluctant to point to a specific program which had affected their teaching. Several indicated that ideas from several sources, including I.D. programs, had caused them to change their teaching. In cases where the respondent was only vaguely familiar with I.D. programs, the question was not even asked, as it would seem inappropriate. Thirteen persons (38%) reported that at least one I.D. program had affected their teaching.

As an indication of the exposure which participants in I.D. programs have had on campus, respondents were asked if they were aware of people in their own department or other departments who had participated in I.D. programs. Table 4 summarizes these results.

Table 4

AWARENESS OF OTHERS ON CAMPUS WHO HAD PARTICIPATED IN I.D. PROGRAMS

	In Own Department	In Other Department(s)
Indicate Awareness	22 (65%)	21 (62%)
Indicate Not Aware	12 (35%)	13 (38%)
Total Respondents	34	

For almost two-thirds of respondents reported, they were aware of others who were involved in I.D. activities. Contrary to expectations, practically the same numbers inside and outside their own departments. Many

respondents gave a string of names which, whenever possible, were jotted down. An examination of this list by the previous project director showed 74 percent of them to have been associated with the department, either directly or indirectly, while 26 percent were not involved or were unidentifiable.

Finally, respondents were asked for any comments or suggestions which seemed germane to the I.D. operations. The comments are cited in Appendix A and, while primarily concerned with establishing awareness on campus, are generally positive and do provide some useful comment on previous activities.

Conclusions

This survey represents the first empirical check on the level of awareness of faculty members at USU toward the Instructional Development program in MLLRP. Since awareness is seen as the first step in the USU model for I.D., as well as a high priority item as recognized by directors of other I.D. centers around the country, its level should be considered vital for the operation of the program.

When indicating awareness toward I.D. programs, the percentage of persons who had at least heard of the various programs was over two thirds in each case; from 68 percent toward the I.D. seminars to 85 percent toward the mini grant program. In general, persons whose time was over 50 percent devoted to teaching were somewhat more aware of the I.D. programs than those in positions more concerned with research or administration. The programs with the highest visibility thus far were the mini grant and occasional paper. Faculty members who had worked at USU for five to nine years were clearly more familiar with the I.D. program.

Actual involvement in the programs was lower than the awareness levels, as anticipated. Slightly over one-third (38 percent) indicated that one or more I.D. programs had affected their teaching directly. Almost two-thirds of respondents indicated knowledge of someone in their own or another department who had been directly involved with Instructional Development activities.

What policy action these results imply depends upon the goals of the program. Many persons suggested a more active effort to publicize the services available through I.D. There is a real question whether more exposure and publicity would further the cause of I.D. at USU, in view of the present size of the staff and certain counterproductive pressures which would possibly be encountered with expansion. Thus awareness per se may not be a goal of the program but merely a prerequisite--at a certain level--to further activities. This survey would indicate a fairly high general level of awareness has been achieved from the open ended comments, a fairly high regard for the programs and services offered. Most specific suggestions were for further publicity. Some additional ones included: (1) less paperwork in obtaining mini grants, (2) separation of I.D. from the library, particularly in use of funds allocated, (3) a brief orientation session for incoming (or other interested) faculty members, and (4) support for worthy proposals regardless of previous ones funded in the department.

III. SURVEY OF MINI GRANT RECIPIENTS

The questionnaire for mini grant recipients, following initial pilot testing and revision, was sent through campus mail to the ninety-four faculty members with previous involvement in mini grant projects.* Questionnaires (see example in Appendix B) were sent out on March 6, 1975, with follow-up letters sent to non-respondents on March 29, 1975. At the time of tabulation, 45 questionnaires (48 percent) had been returned.

Results

An explanatory note should be included in interpreting the numbers of responses reported. In many cases, not all respondents answered each item; in some instances individuals reported more than one item. For this reason, only percentages for each category are reported, with total number of responses given in parentheses.

The two most common means of learning about mini grant activities, as shown in Table 2 below, were campus publications (40 percent) and word of mouth (34 percent). Somewhat surprising to I.D. staff is the relatively small number who first learned of the mini grant program through the occasional paper (17 percent).

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*Note: A total of 80 mini grants had been awarded as of Winter Quarter, 1975. However, a number of mini grants were funded jointly to two or three recipients.

Table 2: "How Did You First Learn About Mini Grants?" (T = 53)

Campus Publication	40%
Occasional Paper	17
Word of Mouth	34
Other	9
	100%

The amount of time between the submitting of the mini grant proposal and funding was between two weeks to two months for four out of five respondents. Out of 34 respondents, there were none who felt that the amount of time here was unreasonable.

Table 3: "From The Time You Submitted Your Proposal, How Long Was It Before You Knew The Grant Was Awarded?" (T = 42)

0 - 2 Weeks	10%
2 Weeks - 2 Months	79
2 - 3 Months	7.
3 Months +	5

Note: Percentages may not sum to 100 due to rounding

From the listing of courses affected by the mini grant activities, a number of conclusions can be drawn. The first is that the largest number of courses deal with entering students, with gradually fewer as the level of students increases.

Table 4: Frequency Count For The Level of Courses Affected By Mini Grants (T = 82)

Course Level	Designation From Catalog	Percent
100 - 299	Lower Division	46
300 - 499	Upper Division	26
500 - 599	Advanced Upper Division	12
600 - 799	Graduate Courses	9
Other	(e.g. extension, workshop)	7

Professors often have more than one course affected by mini grant activities; however, the largest number of them (47%) report only one course affected.

Table 5: Frequency Count of the Number of Courses For Each Professor Reported Affected By Mini Grants

Number of Courses	
1	47%
2	34
3	14
4	2
5 or more	2

The proportion of the course affected by the mini grant activities varies considerably, as shown in Table 6 below:

Table 6: "At The Time of Mini Grant Project Completion, What Proportion of Your Course Was Affected?"

Estimated Percentage . . .	Of Class Periods During The Quarter (N = 42)	Of Class Time During Affected Class Periods (N = 33)
0 - 24%	33%	18%
25 - 49%	14	15
50 - 74%	17	24
75 - 99%	5	18
100%	31	24

Apparently, one third of mini grants go to projects affecting less than 25 percent of class periods; for example, a presentation or instructional package used on one or two class periods. Roughly another third of mini grants affect the entire course, possibly used as a portion of each class period.

Apparently estimating what proportion of class time is affected by the mini grant is difficult, as evidenced by the drop in numbers

responding to this item. For those who did respond, considerable variation exists.

During the past year, the number of mini grant projects undertaken has tapered off to fewer than half the number for the previous year. This reporting is shown in Table 7 and corresponds roughly to the records kept by the project, an indication of the relative accuracy of respondents' replies. The correlation coefficient of .670, correlating respondent estimates with project records, indicates a reasonable degree of accuracy.

Table 7: "How Many Quarters Have Elapsed Since The Mini Grant's Completion?"

Quarters Elapsed	Estimated By Respondents (T = 38)	From Project Records (T = 38)
0 - 4	20%	18
5 - 8	40	42
9 - 12	25	29
13 - 16	3	11

The question of level of usage was felt to be important. If the outcome of the mini grant were found to be quickly obsolete, a major problem would have to be overcome. As is evident from Table 8, however, this finding was not the case.

Table 8: "Since the First Quarter After Completion, Has Your Level of Usage of the Project Increased Or Decreased?"

More time spent now	53%
Less time spent now	21%
Seldom or never used now	16%
A different approach has been substituted	9%

Over half (53%) of those responding indicate that more time is spent now than was previously. It is noteworthy, however, that a full fourth

of respondents (25%) report that the project is seldom or never used now, or that a newer approach has been substituted.

A measure of the feeling of respondents toward their own success in accomplishing the objectives of their project was obtained in the next set of questions. Table 9 shows that few mini grant recipients felt that they had accomplished a minimum of their own objectives and that an equal number felt that they had partially or fully accomplished these objectives.

Table 9: "In View of Your Original Objectives In Submitting A Proposal For The Grant, What Would You Estimate To Be The Degree of Accomplishment of These Objectives?" (T = 45)

Minimally	7%
Partially	47
Fully	47
Other	0

Note that there was no attempt in this questionnaire to learn if objectives were set unrealistically high or to determine what these objectives were in fact.

The next two questions concerned the type of evaluation conducted for the mini grants. Table 10 summarizes the type of evaluation conducted.

Table 10: "What Kind of Evaluation of The Course Was Conducted Following The Mini Grant Project?" (T = 54)*

Informal	31%
Mini grant evaluation form completed	6%
Student evaluation conducted	39%
Formal, extensive	15%
None	9%

*Note: Some persons reported more than one type of evaluation conducted.

No attempt at defining "formal" or "informal" evaluation was attempted, although the other three categories--mini grant evaluation form (objectives-based), student evaluation (student opinion-based), or "none"--were quite explicit to these people. The next question, asking what the outcome of that evaluation was, showed that roughly three out of four felt that the results were generally positive. Because this was essentially a free response item, there is a degree of interpretation required in classifying the responses into the three categories in Table 11. The reader is invited to look over the free response items contained in Appendix B.

Table 11: "What Were The Results?" (T = 25)

Generally positive	72%
Some positive, some negative	16
Generally negative	12

One of the more frequently occurring suggestions under question 12, asking for respondent suggestions, was the idea of more extensive evaluations of the mini grant outcomes.

An additional concern of this study was with unanticipated outcomes. Have other larger outcomes, possibly unanticipated, developed as a result of the mini grant? In the case of two faculty members, it was known that the mini grant interest had led directly to a larger faculty development grant. From the response to this question it was apparent that similar results had accompanied many mini grants--leading to publishable articles, conference presentations, new projects, etc.

Table 12: "Have Any Additional, Possibly Unanticipated Outcomes Been Observed Since The Mini Grant Completion?" (e.g. Larger Proposals, Journal Articles, Marketable Product, etc.) (T = 32)

Yes	53%
No	44
Uncertain or other (Hoping to . . .)	3

To the question of whether the mini grant activity had been extended to other classes, Table 13 summarizes the responses obtained. Sixty-one percent of respondents to this item report a carry-over into other courses.

Table 13: "Has The Activity Been Extended To Any Other Classes?" (T = 33)

Yes	61%
No	30%
Planning to,	3%
Uncertain or other	6%

Some idea of the additional funds expended by the department or the recipient in completing the mini grant was obtained from the question in Table 14. Judging from the numbers of respondents alone, two conclusions can be drawn: (1) extra money for this sort of project is considerably more likely to be obtained from departmental rather than personal funds and (2) the amounts of money obtained through the departments are likely to be larger. The fact that 32 out of 45 respondents report extra funds expended suggests that this funding serves as "seed money" leading to larger investments in instruction.

Table 14: "In Addition To The Original Funding From The Mini Grant, Estimate Any Other Monies Spent, Either By Your Department Or From Your Own Pocket In Completing The Project (Do Not Include Time Costs)."

Amount Spent	Spent With Department Funds (T = 32)	Spent With Own Funds (T = 9)
$25-$50	12%	56%
$50-$100	25	22
$100 $300	28	11
$300-$500	16	—
$500+	19	11

Over half of the mini grant recipients (59%) report that personnel from Instructional Development were involved in the mini grant activities. These persons were most often involved in production, although design and evaluation services are also used frequently. General consultant services were listed most frequently under "other."

Table 15: "What Activities Were Involved (In Working With I.D. Personnel)?"

Design	28%
Production	44%
Evaluation	19%
Other	9%

In all but three cases, the services given by the personnel from Instructional Development were seen as "quite helpful" or "extremely helpful".

Table 16: "How Helpful Were Their (I.D. Personnels') Efforts?" (T = 41)

More effort than doing the job myself	4%
Somewhat helpful	8
Quite helpful	50
Extremely helpful	38

It has been asserted by some that the projects funded by mini grants would eventually have occurred anyway through other programs in the department or through efforts of the professor. Mini grant recipients were asked to estimate the likelihood of the project being completed in the absence of the mini grant. Roughly half of respondents (49%) saw this as unlikely, although 20% felt that this would likely have happened.

Table 17: "How Likely Is It That Had The Mini Grant Not Been Awarded, The Project Would Have Been Completed Anyway?" (T = 45)

Unlikely (0 - 25% chance)	49%
Possibly (26 - 50% chance)	20
Probable (51 - 75% chance)	11
Likely (76 - 100% chance)	20

The general feelings of participants polled toward their experience with the mini grant program were strongly positive, as shown in Table 18.

Table 18: "In General, How Do You Feel About Your Experience With The Mini Grant Program?"

Generally positive	81%
Generally negative	5
Mixed	14

This question was asked in open-ended fashion, and the classifying into positive and negative was the interpretation of the researcher. The actual comments are listed in Appendix B. In many cases, the mini grant experience was cited as the impetus that moved the person to action, the program that "lent assistance to something we wanted to do," to quote one response.

IV. FACULTY DEVELOPMENT GRANT INTERVIEWS

Eleven Faculty Development Grants (FDG's) have been given to twelve professors on campus over the past three years. This section reports the results of interviews held with FDG recipients.

Perspective

The availability of the Faculty Development Grant for interested faculty members was announced in January, 1972. The purposes of the program were twofold: (1) to develop programs of instruction which improve student learning at USU and (2) to improve faculty members' instructional skills. The basic elements of the program are as follows:

1. The University and its Colleges accept a three-month planned project for the improvement of teaching as being a legitimate and desirable full-time assignment for staff members interested in an intensive program of instructional improvement.

2. Faculty members submit proposals to the Advisory Council on Instructional Improvement (MLLRP) outlining their proposed resident study project and making applications for financial support on a competitive basis. The Division of Instructional Development provides consultant help to staff members in developing proposals if desired.

3. The College and Department provide one-half of the funds to release the faculty member for a three-month period within existing

policies of the University, College, and Department involved. The Division of Instructional Development provides $1500 to cover a portion of the faculty member's salary during this period.

4. The Instructional Development Office of the Learning Resources Program provides supplementary financial support for space, materials development, secretarial help, and research help for each appointee.

5. Projects which receive instructional improvement financial support will likely cover a one-year period of time in stages outlined as follows:

a. During the quarter immediately preceding the leave, the staff member is encouraged to outline his needs, to gather data, including student inputs, to review the literature, to visit other classes on and off campus, and to confer with consultants.

b. The next quarter he is relieved of all teaching and administrative duties and moves his office into a study area in the library to spend full time carrying out his improvement of instruction project. He receives instructional improvement financial support during this quarter.

c. The third quarter the staff member returns to his Department to put into operation, field test, and evaluate his completed project.

It should be apparent that the FDG recipient's involvement with the Instructional Development office is considerably more extensive than those receiving mini grants. FDG recipients are typically involved prior to receiving release time and then spend three months developing a course (or courses) of instruction. The products developed generally

Table I

FACULTY DEVELOPMENT GRANTS

	Faculty Member	Department	Amount	Date	Description
1.	Gordon Flammer	Civil Engineering	1500	S, 1972	Self-paced, competency-based learning packages for fluid mechanics.
2.	Richard Taylor	Communicative Disorders	1500	F, 1972	Learning materials for C.D. 537.
3.	LaRae Chatelain	Home Ec. & Consumer Ed.	1500	W, 1973	Course objectives, activities, and learning kits for housing education.
4.	Myron Dickey	Business Administration	1500	S, 1973	Learning modules with tests for fundamentals of marketing.
5.	Carol Beasley	Special Education	1500	S, 1973	Materials for student teachers and for supervisors in special education.
6.	E. Wayne Wright	Counseling	1500	Sr, 1973	A curriculum revision of the introductory phase of the counseling program.
7.	Allen Kartchner	Business Administration	1500	Sr, 1973	Self-paced instruction in quantitative methods.
8.	Ross Fraker	Mathematics	1500	F, 1973	Mathematical models and computer assisted instruction.
9.	Barbara Howell	Elementary Ed.	1500	W, 1973	Slide/tape presentation on teaching art in the elementary schools.
10.	Samuel W. Merrill	Industrial Technology	1500	F, 1974	Self-paced, individualized instructional system for aeronautics.
11.	Loren Anderson Irving Dunn	Civil Engineering	1500	W, 1975	Development of soil mechanics course.
12.	Ed Conry	Business Administration	1500	S, 1975	Revision of Business Law course.
13.	Brad Parlin	Sociology	1500	S, 1975	Development of learning modules for Sociology 101.

	Faculty Member	Department	Amount	Date	Description
14.	Karl Somers	Mechanical & Man. Engin.	1500	S, 1975	Individualized modules for manufacturing processes lab.
15.	Lloyd Bartholome	Bus. Ed. and Office Ad.	2600	S, 1975	Individualized typewriting course.
16.	Bill Strong	Secondary Ed.	1200	S, 1975	Mandatory reading course for Secondary Ed.

represent extensive effort, and in some cases are marketable. Emphasis is upon extensive course development for instruction at USU.

Characteristics of FDG Awards To Spring 1975

Some overall characteristics of FDG recipients are useful in understanding the results of the survey. Some quick conclusions can be drawn from the attached table of Faculty Development Grants:

1. While a large number of departments are represented, a preponderence of grants thus far have gone to representatives of two colleges--Engineering and Education--each with four out of the twelve FDG's. To date, no faculty development grants have gone to faculty in three colleges on campus: Agriculture; Natural Resources; and Humanities, Arts, and Social Sciences.

2. While the completion of FDG's has been spread out over time, exactly half of the recipients worked on their grant at the same time as another recipient; in one case where a team approach was employed.

3. The courses changed have often involved self-paced, modularized instruction, although a variety of other styles of instruction are represented.

Some additional conclusions can be added from observations of the program in operation:

1. The faculty members chosen for FDG's are generally not new ones at the University; in fact, most are well into their teaching careers.

2. The program has focused primarily upon instructional products rather than working with teaching skills. While both are important, and were given as goals for the FDG program initially, it is a choice that any development center would face. Teaching skills have been dealt

with more directly by other I.D. programs (e.g. the College Teaching Seminar, the faculty seminars, etc.).

3. While the amount of money given in the grant has been fairly constant at $1500 per recipient, the resources expended--in terms of I.D. personnel, time, and materials--have varied considerably. In some cases where the project has continued beyond the final quarter, considerably more effort has been invested by I.D. personnel as well as the FDG recipients.

Results of the Interviews

A summary of the responses recorded in the twelve interviews are given in Appendix C. These interviews averaged from twenty to forty minutes in length for each respondent, thus some few notes were made during the interview and then expanded from memory by the interviewer later. The reader is invited to scan these interviews for personal observations by participants.

Some overall conclusions which can be drawn from these interviews are listed below:

1. Completion Rate. Participants almost never complete the project at the end of the FDG funding. Most finish within the year following. However, some few projects remain unfinished.

2. Continued Use. With the exception of one respondent who reported that materials had been phased out, most products are still in use, although some have undergone considerable revision.

3. Expansion to other classes. Typically, additional development of this sort has not been expanded to other classes, although three persons report that it has been. Many persons interviewed felt that considerable effort had been expended in completing the project, and that moving into a new area would be exhausting.

4. Obsolescence. Most of the people reported some obsolescence of the product. Some six persons had already done revisions, two of those quite extensive, and others could see the need for it.

5. Department or Personal Interest. Respondents generally saw the FDG project as a mixture of departmental interest and personal quest. Four saw their effort as mainly a personal; two saw it as mainly a departmental interest; and the remainder saw it as combining elements of both.

6. Support from Others. A similar division existed as to whether people in their departments were primarily supportive or not. Five answered in the affirmative; three in the negative; and four as "mixed."

7. Counterproductive Action from Others. However, two-thirds of respondents reported no counterproductive features being encountered from other faculty not involved in FDG work. A more common response was that of simply having their activities ignored by members of their departments skeptical of the worth of this activity.

8. Evaluation. Formal evaluation of learner outcomes is fairly rare, particularly in comparison with student attitude indicators, such as course evaluations, numbers registering, etc. A number of respondents cited revisions that had been made as a result of feedback.

9. Costs. Various additional incidental costs were noted. In some cases students were charged a price for materials which covered duplication (written materials). Unless the product was aimed at personal publication, the FDG recipient was typically able to locate available funds from other (not personal) sources to cover additional costs.

V. CONCLUSIONS AND ISSUES

The Division of Instructional Development has been operating for five years on the USU campus. This survey of faculty perception has shown considerable awareness across campus of I.D. programs, a large number of persons with somewhat limited involvement under the mini grant program, and a select group of faculty with extensive involvement--a quarter of release time under a Faculty Development Grant.

Numerous details of this study are of interest to the Division of Instructional Development. For example, there is the finding that mini grant activities are often extended to other classes while the extensive outcomes of Faculty Development Grants typically are not. The finding that the highest awareness of the program exists among faculty who have been at USU for five to nine years suggests that more might be done to interest new faculty members in the I.D. programs, a common suggestion from respondents. These and many other findings can be incorporated into planning and day-to-day policy of the Division.

One particular finding of interest was the only moderate support of directing I.D. efforts toward the departmental level. While it is true that some FDG recipients encountered resistance from their colleagues as a result of I.D.-related activities, this was not the rule or even the most common situation. Another group of recipients, particularly when seen by others as attacking a problem several of them face, received considerable encouragement and support from colleagues. In short, a wholesale shift to I.D. involvement at the departmental level only is

not supported by the data--many FDG efforts receive support from fellow faculty members in the department.

The larger picture that emerges is that of a program which has had considerable success in making its influence felt with individuals across campus. Faculty members generally know that I.D. exists; and while they confuse it a bit with other campus programs, they generally have a high regard for what the Division is attempting to accomplish. The fact that 26 percent of a random sample of faculty could be identified as having been personally involved with I.D. activities prior to any survey contact says something about the exposure and participation which have been obtained thus far.

Feelings toward the program, as expressed by those who have been involved and those who have not, are strongly positive. Faculty members working with the mini grant or faculty development grant tend to view their experience as a learning one, and basically worthwhile. In an age when new programs are often resisted, sometimes violently, this finding of positive affect is no mean feat.

I.D. faces a series of decisions at this point which are underlined by faculty perceptions in this report. Some of these include:

1. How much publicity and profile does the I.D. office seek? At what level of awareness can I.D.'s operations be most effective?

2. How long should projects be allowed to continue after direct funding is completed? Does the additional time committed by faculty members justify the additional time and effort for I.D.?

3. How much exportability of products is possible or desirable? Particularly where entire departmental effort is involved, should the efforts be replicated?

4. How can the basically positive affect toward the program be maintained if an entire department becomes involved, where some are likely for and some against the effort?

5. Can or should a team approach be fostered when working with faculty members at any level of involvement?

In short, while findings in this study demonstrate moderate success for I.D. operation, they also point to certain unresolved issues which should determine I.D.'s direction in future endeavors. The recommendation of this report is that these and other compelling issues be resolved and that a definite, and possibly altered, posture be adopted and implemented.

SOURCES

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APPENDIX A

INSTRUMENTS USED IN THE COLLECTION OF DATA

Name_____ A-1

MEASURE OF AWARENESS TELEPHONE INTERVIEW

Dept_____

Phone No._____

Verbal Introduction: Telephone Call

Hello, this is Nick Eastmond. I work in Instructional Development in the Merrill Library. We are trying to determine the awareness of people on campus toward programs in Instructional Development, to improve the present program.

Do you have about three minutes that I could take to ask you some questions? If there is another time that would be more convenient, I'd be glad to phone you back.

If no . . . let me set up time and call you back. (If reluctant or noncooperative, thank the person for his time and go on to someone else. If additional information is needed, provide that (name of office, people involved, etc.)).

If yes . . . first, I need to ask you for some basic information.

1. How long have you worked at Utah State University?
   a. 0-2 years _____ c. 6-7 years _____
   b. 3-5 years _____ d. 8-30 years _____

2. I am interested in the proportion of your time devoted to teaching or to nonteaching activities this quarter. In a typical week, what proportion of your time would be involved in:
   _____ 1. Teaching or preparation for class, as compared with
   _____ 2. Research, working with students, committee assignments, etc.?

These are some programs offered through Instructional Development. Let me just list them, and you tell me which of these programs you have heard of and how familiar you are with them. (Mark E = Extensively, M = Moderately, S = Seldom, N = Never)

1. The mini grant program for teachers--are you familiar with it?
2. How about the released time grants?
3. The Occasional Papers or Newsletter?
4. The Instructional Development Seminars?

	Mini Grant	Released Time Grants	Occasional Paper Newsletter	ID Seminars	Materials Devel. Assistance
3. Which of these have you heard of? (estimate from conversation; if none, stop here)	____	____	____	____	____
4. To what extent have you been personally involved with . . .	____	____	____	____	____
5. Can you see any ways that these activities have affected your teaching?	____	____	____	____	____
6. How about your department? Are there other people in your dept. that you are aware of who have been involved with these?	____	____	____	____	____
7. What about people you know (colleagues) in other departments?	____	____	____	____	____

8. Do you have some suggestions to improve operations? Is there any additional information which you think would be useful at this time?

9. Do you have any questions about the program that I could answer for you?

Thank you. Your input has been helpful to us.

QUESTIONNAIRE TO MINI GRANT RECIPIENTS

We are in the process of revising our emphasis in the Instructional Development Division. To do so, we need some basic information about the mini grants that have been undertaken and ways to improve the effectiveness of future grants. Would you please respond to these questions and return in the enclosed envelope.

The information will be handled confidentially. Please note any comments that you feel would make your response more clear.

1. How did you first learn about the mini grants? (Think back when . . .)

   _____ a. Campus publication
   _____ b. Occasional Paper (newsletter)
   _____ c. Word of mouth
   _____ d. Other (list) _____

2. From the time you submitted your proposal, how long was it before you knew the grant was awarded?

   _____ 0 weeks to 2 weeks
   _____ 2 weeks to 2 months
   _____ 2 months to 3 months
   _____ more than 3 months

   Did you feel this was a reasonable length of time? Explain.

3. List course(s) primarily affected by the mini grant activities. (list by number).

4. At the time of mini grant project completion, what proportion of your course was affected?

   a. Estimated percentage of class periods during the quarter _____
   b. Estimated percentage of class time during affected class periods. _____

   Comment:

5. How many quarters have elapsed since the mini grant project's completion? _____

   Since the first quarter after completion, has your level of usage of the project increased or decreased?

   _____ a. More time spent now
   _____ b. Less time spent now
   _____ c. Seldom or never used now
   _____ d. A different approach has been substituted

   Comment:

6. In view of your original objectives in submitting a proposal for the grant, what would you estimate to be the degree of accomplishment of these objectives?

_____ a. Minimally
_____ b. Partially
_____ c. Fully
_____ d. Other _____

7. What kind of evaluation of the course was conducted following the mini grant project?

_____ a. Informal
_____ b. Mini grant evaluation form completed
_____ c. Student evaluation conducted
_____ d. Formal, extensive course evaluation
_____ e. None

What were the results?

8. Have any additional, possibly unanticipated, outcomes been observed since the mini grant completion? (e.g., larger proposals, journal article, marketable product, etc.)

Has the activity been extended to any other classes?

9. In addition to the original funding from the mini grant, estimate any other monies spent, either by your department or from your own pocket in completing the project (do not include time costs).

Estimate additional funds spent:	Spent with Dept. funds	Spent with own funds
$25-$50		
$50-$100		
$100-$300	_____	_____
$300-$500		
$500+		

10. Were personnel from Instructional Development involved in the mini grant activities? _____ Yes _____ No

If so,

a. What activities were involved?

_____ 1. Design
_____ 2. Production
_____ 3. Evaluation
_____ 4. Other _____

10. (Cont'd)

b. How helpful were their services?

_____ 1. More effort than doing the job myself
_____ 2. Somewhat helpful
_____ 3. Quite helpful
_____ 4. Extremely helpful

11. How likely is it that had a mini grant not been awarded, the project would have been completed anyway?

_____ a. Unlikely (0-25% chance)
_____ b. Possibly (26-50% chance)
_____ c. Probable (51-75% chance)
_____ d. Likely (76-100% chance)

Comment:

12. In general, how do you feel now about your experience with the mini grant program?

What features in particular were most valuable to you?

What additional improvements would you suggest?

Structured Interview for Faculty Development Grant Recipients

Prior to visit:

Amount of ID Funding: _____

Date funded: _____

Type of Project: _____

_____

College: _____

Course(s) affected: _____

_____

Tenure status of Faculty Member: _____

Research involvement in past two years: _____

_____

_____

Involved with a mini grant previously: ___yes ____no

Any information from course evaluations? _____

_____

Interview:

1. How did you first learn of the ID program?

2. Can you describe briefly what the project was designed to do.

3. How long have the effects of the FDG continued?

   a. Are the products from the FDG still in use? (if no, how long were they used?)

   b. Has the approach been expanded to other classes or subjects?

   c. Have some of the materials or ideas become obsolete?

   d. Have some new modifications of existing materials been tried?

4. In applying for the FDG, did you see yourself as a representative of your department or did you see it more as a personal quest?

5. Would you assess the attitudes of others in your department as primarily supportive or not when you would discuss your own activities under the Faculty Development Grant?

6. In implementing your plans, did you encounter any counterproductive tendencies, any obstacles from members of your department who were not themselves involved?

7. What sort of evaluation of your product did you conduct? Formal_____ Informal _____.

   a. What indications of effectiveness did you find?

   b. What effect have you seen on the effectiveness of your own teaching, for example, with student evaluations.

   c. Have you seen an impact upon student attitudes toward teaching with:

      1. Non traditional modes:

      2. The use of media:

8. I have gone through our files and figured our direct expenses from ID on your FDG at $_____. This was figured to cover _____. What would you estimate the costs to your department or yourself in

   a. Released time: _____

   b. Support personnel in ID (figure hours): _____

   c. Additional materials or equipment: _____.

9. Looking back at your experience with ID, how do you feel about the time and effort spent?

10. What portions of the ID services were most helpful or outstanding?

11. Where did ID efforts fall down?

12. What recommendations would you make for the program in the future, based upon your experience thus far?

APPENDIX B

RESPONSES OF PARTICIPANTS

A. Awareness Survey

B. Mini grant Questionnaire

C. Faculty Development Grant Interview Sheet

SOME COMMENTS FROM THE SURVEY OF I.D. AWARENESS

In Response To The Question:
"Do you have some suggestions to improve operations? Is there any additional information which you think would be useful at this time?"

I had a mini grant and couldn't have done what I did without the professional help from the I.D. office.

I am skeptical of including operations such as I.D. within the library. The physical arrangement--lacking service elevator--poses a problem with equipment, particularly with ITV.

The ID program appears to be a going concern. There could be better communication of outcomes of mini grants and similar projects. I think the same applies to the grants from the Federal Government: They ought to be responsible to give an update or progress report on all grants from time to time.

I'm interested in a project, some research, which I.D. might be of help for.

I would like to hear a formal presentation about your department, preferably brief, giving some personal contact with success stories.

It seems to me you could disseminate your projects and capabilities with a five minute oral presentation to departments at the beginning of the year. Possibly a personal phone call to new professors would interest them in the services you have to offer. After one year, it seems that the person is less likely to change than he would be at first.

The program you have seems good especially for new people and for some senior faculty who are about to start on an innovative course.

I'm just finishing up my PhD, and although I'm interested, will have more time for that sort of thing (ID work with his course) after another year.

There ought to be a catalog or description of the types of services offered available to people in extension work.

I would suggest a media-library idea on campus where a person could come in at any time, and with a bit of professional help available, develop his own materials needed for class.

When I checked with your people before concerning a mini grant, people didn't sound too enthusiastic about the chances of my getting one. Evidently, a number of people in my department had already gotten mini grants, and it was unlikely that I would get one. This information ought to be available before someone goes to the trouble of writing up a proposal and then doesn't get it.

I got a mini grant and found it was more harrassment than it was worth. I understand that mini grants have to go directly to the individual professor, but the department head must be made aware of it. In our case, we had a lot of paperwork to straighten out. Some work on paperwork mechanics would be helpful.

(This person sees ID as the same as Instructional Media and admittedly has had little contact with either.)

When I worked with the ID office there were times that the operation seemed to be seriously undermanned. The use of student assistants helped. I should say, however, that there was great rapport and casualness on working with complex problems. I really enjoyed the experience.

The newsletters are informative. A project that I developed with a mini grant has been used with a workshop and then disseminated across the state. I particularly enjoyed meeting with the faculty at a summer retreat sponsored by ID. One suggestion: You might work out a program to reorient new faculty members.

My only contact with ID was through a summer retreat with Dr. Glasser. I've implemented some of those ideas.

I'd like to talk with some of those who have had particularly successful experiences with ID.

I have wanted some help with instructional materials for some time now, but have found all arrangements thus far to be unsatisfactory--with ID and other offices.

We like being able to pick up the phone and getting the help we need.

So far I've received negative responses to my inquiries about mini grants. We need some additional expertise to help individualize and support the instructional activities of our department. We have some of the hardware now, but need some spurs to upgrade the quality of what we do.

I think some very gaudy things have been done (e.g. the Teach-In package) which seemed to be quite useless. It seemed to me that the money could have been spent for library acquisitions or something more worthwhile. I have had good relations with the people in ID thus far; I just haven't known what to use them for so far.

The visual aids were funded through ID and would have been impossible for us to obtain otherwise.

I had a chance to look at the ID operation on the tour of the library (near Christmas). I see a problem with the relation to the library--ID is possibly a detriment by taking funds from library materials acquisition. Also, I have wondered if this is sometimes a way for an ineffective teacher to hide his own inadequacies--by more or less hiding behind visual materials rather than teaching.

SUMMARY OF THE FACULTY DEVELOPMENT GRANT INTERVIEWS

April 9-25, 1975

1. How did you first learn of the ID program?

Occasional paper

Faculty newsletter

I was a member of the original Teaching Improvement Committee that led to the ID program.

Our department head asked me to sit in on a meeting for him, a committee for improved teaching within the College of Engineering. Also, two people from the ID office came into a faculty meeting and gave a pitch for the program.

I heard of and applied for a mini grant. It later worked into funding for a faculty development grant.

Staff news and occasional paper--I don't remember which was first.

Somehow the whole operation just evolved into my consciousness. I knew the director and learned what his role was.

I attended a meeting where the idea of ID was presented to the whole College of Science.

I was due for a sabbatical leave, and my dean suggested ID as a possibility.

I attended a faculty meeting where a presentation was made to our department. First I used some of the services through the ID office (e.g. transparencies) and later was approached by the department head about the project.

Your services were mentioned by our department head in a staff meeting. He explained that funds were available to improve courses, and then I went to the ID office for the forms to fill out.

We could see the problem that we had and we saw a self-paced course as a reasonable alternative. It was then that I learned that there was an office on campus that could assist in such a development effort.

2. Can you describe briefly what the project was designed to do?

(Answers to this question followed so closely to the project descriptions above as to be mainly repetitive)

3. How long have the effects of the Faculty Development Grant continued? Are the products from the FDG still in use? Have some ideas or portions of the materials become obsolete? What expansion or modifications have been attempted?

7 quarters since materials produced: The materials are still in use, both on and off campus. This set of modules has been used as a safety valve in our department. When a student is close to graduation, for example, but lacks one or two of the required courses, these modules have been used to fill in the gap.

These materials were used as additional materials in another undergraduate class taught by another professor. Students became quite opposed to their use in some cases, because they viewed them as an increased load of assignments. I think we might handle that portion differently if we tried it again.

As to revisions, there really has not been much need for change thus far. The only thing that goes out of date are the references to other materials; and as new source materials become available, this portion will have to be revised. To this point, there have been some editorial changes. Using an item analysis, I was able to clean up the exams somewhat; and with an item pool, I have developed a series of backup exams.

8 quarters since materials produced: The approach has been field tested since the FDG quarter and is currently in use. It was started with one type of undergraduate student program and has been expanded to two other programs.

We have had to make revisions in the materials--four times thus far--in an effort to improve the product.

11 quarters since materials produced: The materials developed under the FDG are still in use, and it is likely that they will soon be published commercially. I am expanding the approach to another class, using the same techniques.

Because this course covers the fundamentals in our program, there has been little obsolescence of subject matter. There have been two major revisions of the written material, however--one each year.

2 quarters since materials produced: We are still in the process of completing the final modules. While the approach has had some influence on other classes I teach, there has not been time for expansion into other areas. We have found the need to make some modifications in the materials in the future--particularly in making the learning modules longer so that the tests are spaced farther apart. I'm also ready to change the name of the course from "self-paced" to "accelerated option," since there seems to be a problem in motivating students to finish. When they see "self-paced," they conclude that there is no rush.

7 quarters since materials produced: At first, after completing the units for the course, we conducted some experimentation with this approach. A problem that surfaced soon was the problem of too much material to cover. Where before we had glossed over certain fairly unimportant details, it seems that by taking a very systematic approach we forced outselves into covering these areas in greater detail than was needed. In teaching it myself, I became uncomfortable with the structured nature which seemed to be imposed upon the class. I found myself revising my use of the materials to make it all more manageable.

I do see some possibilities for expansion of this approach. I think it should be possible to produce an entire masters degree program on a self-paced basis. I know of another course in our department where this approach could be useful, where the material is fairly straightforward but demanding. Also an edited video-tape of incidents would be useful in several classes that we teach.

9 quarters since materials produced: The materials developed under the FDG take up two class periods of a course that is taught a couple of times per year. Students like this portion of the course, but we have many portions of the course to cover.

We have changed some of the materials each quarter, adding some new information and illustrations. We tried the slide presentation on an individual basis, but after having many equipment problems, we have finally come back to presenting it at one time for the entire class. I keep getting varying feedback from students about the use of study sheets. One quarter they say they like it, and another quarter they don't. Last quarter they said they wouldn't have done without them, so I'll probably keep using them.

1 quarter since materials produced: Our project is not yet complete, so we haven't really turned our attention to revisions yet.

6 quarters since materials produced: I have taught the course twice since the FDG, although there are portions of the course which are not completed. The approach has not been expanded to others in my own teaching or in the department.

The material needs editing, particularly since the field is still in flux. I would probably aim at a broader emphasis the next time around, in terms of course coverage.

5 quarters since materials produced: The course is about to be completed, and as yet we have not made modifications of the materials other than those involved in initial development.

7 quarters since materials produced: The approach developed in the FDG has been used extensively since its completion and has been popular with students. I typically pick up many transfers from other classes when students get the word around as to how the course is taught.

The materials need some updating, at least every two years in this field. I find that with a full teaching load I simply do not get around to updating. I have made some modifications in procedures in working with students to allow (1) more individual help through an optional extra class (make up) session, (2) revised quizzes using an item difficulty analysis, and (3) a procedure for make up quizzes that allows students to take them, but with the knowledge that they will have to keep the final grade they get.

4, 5, 6. In applying for the FDG, did you see yourself as a representative of your department or did you see it more as a personal quest? Were members of your department primarily supportive or not in your efforts? Did you encounter any obstacles or counterproductive tendencies?

I came at the task as a representative of the department. Our chairman submitted the proposal, but with four people contributing. Others in the department have supported the effort, although of course we have received more support from those directly associated with this aspect of the program.

This was an individual quest for something I believed in. On the whole, people have been supportive of this effort. I find that there are varying degrees of commitment, however, and that if people don't particularly like it, they don't use it.

I saw myself as a representative of "righteous upcoming effort." I feel that it has eventually led to involvement of others in the departmant. People here were initially skeptical, but later much more supportive. Very often I have done things in spite of others.

It is hard to separate out my own personal interest from a departmental need as the motivation for what has been done. People in this department are more or less divided down the middle, with one group which would like to do the same type of thing if the time were available, while others are raising questions of worth.

There were really no obstacles placed in my way by other faculty members. However, I did encounter some insitutional obstacles from the licensing agency which has to certify our students based upon the requirement of x hours of class time. When the means of instruction allows self-pacing, the time becomes variable. This mode has caused some concern, though not legitimate, I feel.

Having signed a contract stipulating that, during my quarter of released time I would not be involved in teaching classes or committee assignments was a big help to me. I found that the department still wanted to involve me in additional assignments, but I could come back and say that my time was committed. This situation could pose a problem for a new faculty member who, in trying to please his department head and not refusing these tasks, could be finagled into doing this.

I had the support and interest of others in the department, and particularly in my own section, although the project itself was a personal idea. I encountered no deliberate obstacles.

This was an individual project, in part because of the wide division of subjects within our department. People in our department were both supportive and cooperative of these efforts.

I saw my effort as a representative of the department, an outgrowth of our department's work with the ID over time. Members of the department are generally enthusiastic, from what I can see, and I have encountered no obstacles at all.

I recognized that there was no course existing; but in a large part, the project was a personal quest. The attitudes of others in the department were mixed. On the one hand it was recognized that we needed that course; on the other hand, people let me know that this work would not help me in the tenure track.

There were elements of departmental encouragement and personal quest in this project for me. Because others in the department could see ways that they would be able to use what I was producing, people were positive, interested, and supportive of what we were doing. No obstacles.

We represent the department, but do so as a result of our own motives. Reaction among others in the department has been both positive and negative. Some have been enthusiastic, while others are fairly negative and let us know they think we are wasting our time. There seems to be a question of "a feather in whose cap" the effort will be. Some see it as mileage for ID only. The tenure committee will probably be favorably disposed, due to the nature of the project.

This was a personal quest. With few exceptions, people were not interested in this project. They made it very plain that they did not see the ID effort as important. There is a very widely held opinion that tenure and promotion come from publication, not from teaching improvement.

For me this effort was a personal undertaking. I encountered some feelings of jealousy on the part of others, but mainly due to an increased teaching load that others had to carry as a result of my absence. There is a degree of competitiveness in the system that decrees that whenever one person is seen favorably, others must be viewed in a less favorable light. The parable of the Prodigal Son makes a good analogy to how some of these people felt: You stay home and do the chores while the other guy gets the credit. It seems to me that there has got to be departmental support for any project that is undertaken.

7. What indications of effectiveness did you find?

Many persons have expressed an interest in what has been done. It has yet to be field tested at this point.

There have been some indications of student overload: We were simply asking them to do too much. At the time of year that the course was taught, students were quite concerned about the effect of their grade in this class on their total GPA, particularly in view of scholarships, etc.

Our project is just underway and thus it is too soon to evaluate.

I find the best indication of the effectiveness of this approach at the beginning of each quarter when students have to register. Some drop out, but these are few. Many transfer in when they have compared it with the other available approach. Those who stay in the course like it. We have no trouble filling the course and usually turn some students away.

We have kept some exact records on the number of entrants and rate of completion in this self-paced system since the beginning. To date, the completion rate for those on campus has been 61.3 percent and 40.9 percent for those off campus. As far as the effectiveness of instruction, we have no formal indicators. My own impression is that students completing the self-study modules perform no worse than those who take the undergraduate course. A number of students are not equipped to handle the self-paced feature of the course and that comes as a blow to some. Those who do go on and finish, rate the instruction highly; and we have had some cases of students having adjustment problems when placed back into the regular classroom instruction mode.

We have picked up some formative evaluation about these materials and have revised them accordingly. The result has been more satisfied users of the materials and more security that the appraisal of performance was being done objectively.

A graduate student in our department used the comparison of the self-paced mode with the traditional teaching mode as the basis for a thesis. When compared with the traditional method, students achieved similarly on an open-book test but performed much better on a closed book test. There has been no apparent effect on later performance in later classes, although this has been assessed only informally. Some students have been really excited by this approach, although some have found it rough going.

I am still working on an effective reward system for those who push ahead and complete early. There needs to be some long-term conditioning to encourage people to move ahead. My own observation of performance tells me that about forty percent do really well under this approach and forty percent well below par, with the remainder in the middle. Students like the use of A.V. materials in this area.

All new students in the program are required to take this class, so they are glad to progress at their own rate. Based upon student reaction, the course has been revised.

The questionnaire we used to evaluate the course was not too successful. Many felt that it was excessively long. However, it did point out a couple of revisions which have been made since then.

There has been informal feedback. I find that the language used in the materials is probably a bit too complex for the audience intended.

8. What extra costs were encountered?

An initial printing of the materials cost $300. By charging for the materials to students, this cost has been recouped. By selling student manuals, an extra fund could be generated to cover costs of slides and extra materials.

We had to charge for the booklet to pay for printing costs.

There has been some cost to the department in republishing forms.

The main investment from my point of view was considerable extra time in completing and revising the materials.

I was able to obtain some funds for publishing through extension. The department engaged two work study persons in completing the task.

Some additional money went into audio visual materials to accompany those developed with the FDG.

Some costs of revision have been borne by the department.

We figure that the costs incurred thus far represent only a small portion of those that will be needed to complete the project.

9. Looking back at your experience with ID, how do you feel about the time and effort spent?

I enjoyed the time and the work. I have no regrets about what was accomplished, although it probably could have been more. I taught one three-hour course simultaneously and both suffered.

I see it as one of my greatest experiences yet. I found the staff able to provide a good sounding board. The outcome was quite different than I had planned.

I saw it as a good learning experience. I am now aware of a large body of literature on instructional techniques, which is helpful. If I had a one-year sabbatical, I would really enjoy delving into the instructional technology field.

I felt that the time spent was worthwhile.

The time and effort were well worth it.

It took me four to six weeks to understand the process, but after that I was able to really move ahead. It was a good experience and I enjoyed it.

It was a good experience. I found that you had to provide your own incentive. It seemed to me that someone who wasn't self-motivated could have wasted a lot of time. No real pressure was applied to me, but then I suppose that maybe that could have been an option if I hadn't produced.

I felt that it was valuable then, but that it would be even better now.

I felt that ninety percent of the time was spent effectively. I still have some question as to whether we should have gone at the writing and the graphics at the same time, rather than one first and then the other. I suppose there would still be at least one unfinished, though.

I felt that it was a good experience, that people there were more than helpful.

It was very valuable. The project may have been too much in a single quarter. After the product was finally done, it seemed like a real letdown, from all the effort.

A very good experience. The idea was something I'd had in mind for quite some time, and this provided the opportunity to do something about it.

10. What portions of the ID services were most helpful or outstanding?

Secretarial help and the preparation of drawings.

The consultative services with Mike D., secretarial help, and photo assistance: all were connected.

The people asked some good questions and suggested some new approaches. Seeing how to use visual aids and how easy it is was helpful to me.

The provision of resources, space, photographic, and audio assistance.

The sounding board function, with reactions and suggestions, were most helpful to me. People were good on production.

The conceptual work with Mike D.

The financial aid, typing, and materials.

Carolyn's ability to edit as well as type. I enjoyed the team approach and found everyone cooperative, open-minded, and helpful.

Helping me develop behavioral objectives, with help available always, was useful to me. The arrangements for media were helpful. All these worked in coordination.

The consultant services of Mike. Planning and production, the working relationship with the media people, and samples from technology were helpful to me.

Mike's expertise in systematizing instruction. The drawings were extremely helpful.

11. Where did ID efforts fall down?

There were some times when help was not available when it was needed.

I think we probably took on too much to begin with. There were times when both Mike and I were simply too busy to get together.

I found the limitations of the original mini grant to be very constraining, hardly covering the photocopying expense of the materials that we used in the library. When the faculty development grant began, though, things were better.

I found the ID office seriously understaffed in terms of secretarial help. It seemed that the priorities would change, depending upon the other work demands; and sometimes you found yourself delayed considerably because of some other project. In many cases, this meant doing considerable time-consuming legwork yourself.

There needs to be a commitment to spend the time required to turn out excellent work. People ought to be funded (e.g. W. Borg) based upon their output. There were times when there was a communications gap.

Possibly our efforts could have been more effective if a research person could have set up a measure of effectiveness at the time that the project started.

The efforts really didn't fall down. Sometimes the office seemed like Grand Central Station, with all kinds of student flow going into the far office.

It hasn't happened yet.

The office was just starting out, and I was new at the process, so we both learned over time. Could probably be more effective now.

We made a mistake in using a volunteer for some services, for the simple reason that there was so much delay by the time this person got around to doing the job. There were a number of delays; and with a certain turnover of personnel, I ended up using three different photographers.

The secretarial load delayed things so that we were unable to take the written materials beyond the draft stage.

12. What recommendations would you make for the program in the future, based upon your experience thus far?

Use the summer quarter for course development whenever possible.

Provide two cautions for those embarking on ID efforts:
1) Be certain that this work will contribute to the credentials which the tenure committee will review.
2) Check out other departments' courses to see which will offer competition, particularly if you expect to draw students from other disciplines.

When necessary, in completing ID projects, employ specialists as needed from outside the division or even off campus. In using a volunteer to read the narration for a slide/tape presentation, we found that considerable delay was involved.

Let others know that this service is available, particularly those who are casting about for a meaningful sabbatical leave experience.

Work with a department, rather than individuals from various disciplines. Use the same number of dollars, but concentrate them rather than spread them out.

I think ID is at a point in its history where some funding ought to go to updating previously completed projects. Some provision for this is needed.

Maybe a set of guidelines for those on FDG's would be useful. I think it would have helped me in the initial stages of my work there. There ought to be more involvement in the beginning of the project.

At the time I was there (in ID), the physical arrangements were rather poor. You had to scrounge for a file cabinet, and the lighting was poor due to the way partitions were set up. The secretarial help was often haphazard, and sometimes you felt like you were the last on the list of priorities.

There are times that a communication gap between the learning specialist and the faculty member developed. That gap needs to be overcome where it exists.

A person on a FDG ought to be involved full time, with no other commitments.

Secretarial and student help could expedite the production process.

There ought to be more versatility available with the typewriters in ID. For example, several sizes of type (e.g. 8 point, 10 point, and standard) could be very helpful, particularly in the preparation of manuscripts.

An editorial person to review all manuscripts could be useful in that operation.

I see some disadvantages to the use of the summer for development efforts. How could the impact of the program be projected over a longer period of time, say more than one quarter.

Wherever possible, the person doing FDG work should use a student research assistant, to improve the project or to cut down the teaching load. It seems to me that it might be wise to bring on an extra person to free up a faculty member for a full-year period.

In beginning a project, faculty members ought to be guided to either limit the subject or extend the time for the effort. Some projects are simply unrealistic in view of the time constraints.

Some grants ought to be made available to individuals, but the focus ought to be on those to departments.